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A 3-year study of the effect of 3 years of audiolingually oriented FLES instruction on student achievement in French and Spanish classes in grades 7-12 is described. Samples of the language proficiency tests used as research instruments for grades 7 and 9 are reproduced in the extensive appendixes, along with the objectives of the FLES program. Data for grades 7, 9, 11, and 12 are analyzed, and implications are drawn. (AF)

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IMPACT OF ELEMENTARY FCREIGN LANGUAGES ON SECONDARY PROGRAM

FINAL REPORT

ED025180

Brighton Schools, District Number Cne
Monroe and Elmwood Avenues
Rochester 18, New York

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August 1, 1962

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STATEMENT OF THE PROBLEM

Purpose of the Study

Research in the schools is not so easy as research in the laboratory. In the laboratory, the researcher can control more easily the variables; he is free to set up controls without thought of responsibility for the control group. Most important of all, he and his staff can devote the major portion of their time and energy to the research project. In the schools, on the other hand, the researcher can never forget the fact that the main task of the schools is instruction. The research project has to be fitted into a host of school activities, into time schedules, testing programs, special projects, and the whole busy, ongoing life of a modern school. In such circumstances it sometimes takes a mighty effort to get modest results. Nevertheless, in the rapidly growing field of elementary foreign language instruction, even modest results can be valuable and provide a basis upon which other research can be built.

With this in mind the Brighton Number One Schools in the fall of 1959 undertook a study to see if an early start in a foreign language followed by progressive experiences can result in increased foreign language competency of pupils at the high school level. The first underlying purpose of the study was to see if pupils studying foreign language by the audio-lingual method in grades four, five, and six equal or exceed, in oral competence, at the seventh grade level, those pupils who have not had foreign language instruction in the elementary school. The second purpose of the study was to determine what, if any, impact an early start and progressive experiences in a modern foreign language have had on pupils who continued to study the language through the third or fourth year course of the high school program.

Questions To Be Answered

In order to realize the purposes of the study, answers to the following questions were sought:

1. Does the audio-lingual competency of seventh grade

pupils who studied French or Spanish in grades four through six and continued the study of the language into the seventh grade exceed the audio-lingual competency of seventh grade pupils who begin the study of French or Spanish in the seventh grade?

2. Does the audio-lingual competency of ninth grade pupils who studied French or Spanish in grades four through six and continued the study of the language through grades seven and eight and into the French I or Spanish I course of the high school program exceed the audio-lingual competency of:

   a. ninth grade pupils who began the study of French or Spanish in the seventh or eighth grades and continued the study of the language into the French I or Spanish I course of the high school program;

   b. ninth grade pupils who began the study of French or Spanish in the French I or Spanish I course of the high school program?

3. Is there evidence that pupils who began the study of French or Spanish in the grades and continued the study of the language through grades seven and eight and through French or Spanish III of the high school program are more competent with the language than pupils enrolled in French or Spanish who did not begin the study of French or Spanish in grades four through six?

4. Is there evidence that a substantial percentage of the seniors who continue the study of a language through French IV or Spanish IV began the study of the language in grades four through six?

DESCRIPTION OF THE THREE YEARS' WORK

The Program of Instruction

Elementary foreign language instruction began in the Brighton Number One Schools in September 1949 when a member of the high school foreign language department began to offer foreign language instruction to sixth and seventh

graders. A full-time foreign language teacher for the elementary school began work in the fall of 1954. Upon the recommendation of an In-Service Study group, an additional elementary level foreign language teacher was added to the staff in September, 1956, and the program was extended downward into the fourth grade. Since that time all pupils in grades four, five, and six, including transfers into the system, study either French or Spanish. Since the school system was among the pioneers in public school instruction in elementary foreign language, many mistakes have been made, many problems have arisen, and many obstacles have been overcome.

However, for the past three years the program has been stabilized, and instruction has proceeded in the light of established objectives.[1] The elementary language staff grades four through six, for a pupil enrollment of approximately 800 pupils, consists of three teachers offering instruction in French or Spanish. The language classes meet four times each week. These periods last twenty minutes each in the fourth grade and fifteen minutes each in grades five and six. Teachers use the audio-lingual approach; textbooks and tapes supplement instruction. Each teacher has a tape recorder for her own use.

Beginning in grade seven, the study of a foreign language, either French or Spanish, is considered of equal importance with the other academic constants. Instruction is given daily for forty-five minutes to all students. Pupils use basic textbooks. Each classroom is set up as a modified language laboratory equipped with a one-way channel, one-way tape recorder and individual earphones for pupils.

Courses are offered at the high school level in French I through IV, Spanish I through IV, and Latin I through IV. Pupils are grouped by ability for each course, with advanced sections in each language through the third year course. Advanced Placement courses are offered in both French and Spanish. Each pupil uses a traditional text and many supplementary readers. All classrooms have modified language laboratories similar to those described for the Junior High. This year an electronic language laboratory, equipped for seven channels, has been installed in one of the classrooms in the Senior High.

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[1]Appendix A - "Objectives of Teaching Modern Foreign Language in Grades Four Through Six," Brighton Schools, District No. One, Rochester, N.Y., 1960

Activities Related to Question One

The first problem faced by the Research Team in the fall of 1959 was the lack of an instrument to measure the audio-lingual competency of the pupils at the seventh grade level. Two former elementary foreign language teachers with the technical assistance of Dr. Clarence Williams, Assistant Professor for Educational Research at the University of Rochester, and the linguistic assistance of Dr. D. Lincoln Canfield, Chairman of the Department of Foreign Languages at the University of Rochester, developed such an instrument. A great deal of work was done on it in 1959-60, but when it was used, it was apparent that it needed revision and expansion. The instrument underwent a major revision in 1960-61. It was expanded from thirty items to one hundred items and evaluated in the light of the first year's experience with it. The final instrument with a French form and a Spanish form is included in Appendix B of this report.

The first section of the instrument consists of a fifty-item speaking test which requires pupils to (a) repeat sentences spoken in French or Spanish by a tape-recorded voice, and (b) respond in the foreign language to questions regarding pictures shown to them. The second section, a fifty-item listening test, requires pupils to respond on an answer sheet to questions and statements voiced in French or Spanish through the tape recorder. The recorded voices were those of two specialists in the language, one French and one Spanish, who were not professional staff members of the school.

Over the three-year research period this instrument has been administered to a total of 560 seventh grade pupils, of whom 320 took the French form and 240 the Spanish form. During the first year the instrument was administered to 52 seventh graders. In the two years following revision, it was administered to a total of 508 pupils. All of the recorded responses and the completed answer sheets were evaluated by the specialists who had spoken parts of the test on the tape recordings. The speaking test (50 items) was evaluated for pronunciation in Part I, and content and correctness in Part II.

Through the cooperation of the West Irondequoit School System, a system in a community similar to Brighton, the instrument was administered in January 1962 to 45 pupils who had begun the study of French at the seventh grade level and to 39 pupils who had begun the study of Spanish at the seventh grade level.

In addition to the above activities, twenty-one pupils who had not had instruction in French or Spanish in grades four through six were matched on the basis of I.Q. (Lorge-Thorndike) and academic marks (English and Social Studies) with twenty-one pupils who had been given instruction in the language during these grades.

Activities Related to Question Two

An instrument to measure the audio-lingual competency of students at the ninth grade level was developed during the first year of the study by members of Brighton's Foreign Language Department. It was refined during the second year of the study as the result of an item analysis. Although based on other instruments designed to evaluate the audio-lingual competency of pupils at the ninth grade level, this instrument followed the same general plan as the seventh grade instrument. Section One consists of a thirty-six item speaking test which requires students to (a) repeat sentences spoken in French or Spanish by a tape-recorded voice, and (b) respond in the foreign language to questions asked by the recorded voice. The second section requires pupils to respond on an answer sheet to twelve questions regarding three passages in French or Spanish also voiced through the tape recorder. For this instrument, the recorded voices were those of native speakers of the two languages. Neither of the speakers was a professional staff member of the school system. Both the administration of the tests and the evaluation of the pupils' responses were conducted by members of the foreign language department of the school system. Part I of the speaking section of the test (16 Phonemes marked either satisfactory or unsatisfactory) was evaluated for pronunciation. Part II of the speaking section was evaluated for content and correctness (10 questions - 20 items).

Over the three-year research period the instrument was administered to 518 ninth graders, of whom 267 took the French form and 251 the Spanish form. Through the cooperation of the Pittsford School System, a system in a community similar to Brighton, the instrument was administered to several students at the ninth grade level who had begun the study of French at the ninth grade level.

Activities Related to Questions Three and Four

Questions Three and Four were asked in an effort to get at the second purpose of the study; namely, to determine what, if any, impact an early start and progressive experiences in a modern foreign language have had on students who continued to study the language through the third or fourth year course of the high school program.

Activity related to the study of the eleventh and twelfth grade levels consisted of a search of the records of all students enrolled in French or Spanish III or IV to determine the grade level at which they began the study of the language. This data provided the basis for two distinct analyses. First, the means of the Regents' Examination Foreign Language III scores (1960, 1961, 1962 examinations) of students who had received instruction in French or Spanish in the elementary school were compared with the means of the scores of students who had not been offered the elementary level instruction to determine if there were any significant differences in the competency of the groups as measured by this criterion. Secondly, the percentages of pupils who had received instruction in a foreign language in the elementary school and continued to study the language into French or Spanish IV were compared with those students who had not received this instruction to see if differences existed between these groups in the holding power of the advanced courses.

ANALYSIS OF DATA

Seventh Grade Data

Table I shows the mean scores, standard deviations, and results of t-test of significance for the 560 pupils who were administered the Seventh Grade Research Instrument during the three-year period.

TABLE I

COMPARISON OF SCORES OF SEVENTH GRADE PUPILS WHO HAD BEEN IN FLES PROGRAM WITH SCORES OF THOSE WHO HAD NOT BEEN IN FLES PROGRAM

	Number	Mean and Standard Deviation		
		Speaking	Listening	Total
Pupils with FLES	392	M = 32.84 SD = 7.40	M = 37.32 SD = 6. 8	M = 70.16 SD= 11.53
Pupils without FLES	168	M = 22.18 SD = 5.12	M = 24.38 SD = 5.36	M = 46.56 SD = 8.37
		t = 19.74	25.37	27.13

All significant at .001 level

Tables Ia and Ib are a breakdown of Table I showing the same information for the 320 pupils administered the French Test (Table Ia) and the 240 pupils administered the Spanish Test (Table Ib).

TABLE Ia

COMPARISON OF FRENCH SCORES OF SEVENTH GRADE PUPILS WHO HAD BEEN IN FLES PROGRAM WITH FRENCH SCORES OF THOSE WHO HAD NOT BEEN IN FLES PROGRAM

	Number	Mean and Standard Deviation		
		Speaking	Listening	Total
Pupils with FLES	218	M = 31.41 SD = 7.33	M = 35.99 SD = 7.86	M = 67.40 SD= 10.10
Pupils without FLES	102	M = 22.09 SD = 5.03	M = 24.62 SD = 5.66	M = 46.71 SD = 8.91
		t = 13.13	14.76	18.47

All significant at .001 level

TABLE Ib

COMPARISON OF SPANISH SCORES OF SEVENTH GRADE PUPILS WHO HAD BEEN IN FLES PROGRAM WITH SPANISH SCORES OF THOSE WHO HAD NOT BEEN IN FLES PROGRAM

		Mean and Standard Deviation		
	Number	Speaking	Listening	Total
Pupils with FLES	174	M = 34.26 SD = 8.41	M = 38.65 SD = 9.23	M = 72.91 SD= 11.36
Pupils without FLES	66	M = 22.28 SD = 4.08	M = 24.13 SD = 5.82	M = 46.41 SD = 8.56
		t = 14.79	19.36	19.48

All significant at .001 level

Table II represents a comparison of scores on the Seventh Grade Research Instrument of 21 seventh graders who had been through the FLES program with 21 similar seventh graders who had not been through the program Pupils were matched on the basis of I.Q. (Lorge-Thorndike) and academic marks (English and social studies). Eleven pairs were examined in French and ten pairs in Spanish.

TABLE II

COMPARISON OF MEAN SCORES OF MATCHED GROUPS ON SEVENTH GRADE RESEARCH INSTRUMENT

Number	Group	Mean Score
21	Experimental (with FLES)	74.80
21	Control (without FLES)	62.67

Kolmogorov-Smirnov Test:
K = 9 9 Significant at .05 level

Ninth Grade Data

Table III shows the mean scores, standard deviations, and results of the t-test of significance for the 518 ninth graders administered the Ninth Grade Research Instrument. Pupils who had FLES program followed by instruction in the language in the 7th and 8th grades are first compared

with pupils who did not have FLES program but who did have 7th and 8th grade instruction. The second comparison involves the same pupils who had FLES program followed by instruction in the language in the seventh and eighth grades and pupils who began the language in the ninth grade and had neither the FLES program nor 7th and 8th grade instruction.

TABLE III

COMPARISON OF SCORES OF NINTH GRADE PUPILS WHO HAD BEEN IN FLES PROGRAM PLUS JR. HIGH INSTRUCTION WITH (A) THOSE WHO HAD NOT BEEN IN FLES PROGRAM BUT WHO HAD BEGUN LANGUAGE IN SEVENTH GRADE, AND (B) THOSE WHO HAD NEITHER FLES PROGRAM NOR JR. HIGH INSTRUCTION

A.

	Number	Mean and Standard Deviation Speaking	Listening	Total
Pupils with FLES plus 7th & 8th	330	M = 27.52 SD = 5.22	M = 8.78 SD= 2.11	M = 36.30 SD = 6.04
Pupils without FLES but with 7th & 8th	90	M = 23.47 SD = 6.18	M = 7.82 SD =2.70	M = 31.29 SD= 7.89
		t = 5.70	.98	5.56

Speaking and total significant at .001 level; listening non-significant

B.

	Number	Mean and Standard Deviation Speaking	Listening	Total
Pupils with FLES plus 7th & 8th	330	M = 27.52 SD = 5.22	M = 8.78 SD= 2.11	M = 36.30 SD = 6.04
Pupils without FLES or 7th & 8th	98	M = 14.98 SD = 3.87	M = 5.92 SD= 1.98	M = 20.91 SD = 4.23
		t = 26.12	12.4	28.5

All significant at .001 level

Tables IIIa and IIIb are a breakdown of Table III showing the same information for the 267 pupils administered the French Test (Table IIIa) and the 251 pupils administered the Spanish Test (Table IIIb).

TABLE IIIa

COMPARISON OF FRENCH SCORES OF NINTH GRADE PUPILS WHO HAD BEEN IN FLES PROGRAM PLUS JR. HIGH INSTRUCTION WITH (A) THOSE WHO HAD NOT BEEN IN FLES PROGRAM BUT WHO HAD BEGUN LANGUAGE IN SEVENTH GRADE, AND (B) THOSE WHO HAD NEITHER FLES PROGRAM NOR JR. HIGH INSTRUCTION

A.

	Number	Mean and Standard Deviation Speaking	Listening	Total
Pupils with FLES plus 7th & 8th	175	M = 29.26 SD = 7.45	M = 9.60 SD= 3.02	M = 38.86 SD = 8.64
Pupils without FLES but with 7th & 8th	51	M = 23.45 SD = 7.45	M = 7.87 SD= 2.37	M = 31.32 SD = 7.63
		t = 6.38	4.32	5.98

All significant at .001 level

B.

	Number	Mean and Standard Deviation Speaking	Listening	Total
Pupils with FLES plus 7th & 8th	175	M = 29.26 SD = 7.45	M = 9.60 SD= 3.02	M = 38.86 SD = 8.46
Pupils without FLES or 7th & 8th	41	M = 13.97 SD = 3.33	M = 6.41 SD= 2.06	M = 20.38 SD = 4.66
		t = 19.85	7.98	18.85

All significant at .001 level

TABLE IIIb

COMPARISON OF SPANISH SCORES OF NINTH GRADE PUPILS WHO HAD BEEN IN FLES PROGRAM PLUS JR. HIGH INSTRUCTION WITH (A) THOSE WHO HAD NOT BEEN IN FLES PROGRAM BUT WHO HAD BEGUN LANGUAGE IN SEVENTH GRADE, AND (B) THOSE WHO HAD NEITHER FLES PROGRAM NOR JR. HIGH INSTRUCTION

A.

	Number	Mean and Standard Deviation		
		Speaking	Listening	Total
Pupils with FLES plus 7th & 8th	155	M = 25.76 SD = 5.26	M = 7.98 SD = 2.36	M = 33.74 SD = 7.29
Pupils without FLES but with 7th & 8th	47	M = 23.48 SD = 5.86	M = 7.77 SD = 2.36	M = 31.25 SD = 7.56
t =		2.33	.47	1.98

Speaking significant at .02 level; listening non-significant; total significant at .05 level

B.

	Number	Mean and Standard Deviation		
		Speaking	Listening	Total
Pupils with FLES plus 7th & 8th	155	M = 25.76 SD = 5.26	M = 7.98 SD =2.36	M = 33.74 SD = 7.29
Pupils without FLES or 7th & 8th	49	M = 16.00 SD = 3.28	M = 5.45 SD =1.8[illegible]	M = 21.45 SD = 4.77
t =		15.49	7.91	13.66

All significant at .001 level

Eleventh and Twelfth Grade Data

Table IV compares the mean score on the 1960, 1961, and 1962 Language III Regents Examinations of pupils who had received instruction in French or Spanish in the elementary school with the mean score on the same examinations of pupils who had not received foreign language instruction in the elementary school.

TABLE IV

COMPARISON OF MEAN SCORES ON 1960, 1961, 1962
LANGUAGE THREE REGENTS EXAMINATIONS OF
PUPILS WHO HAD FLES WITH THOSE WHO HAD NOT

	Number	Mean	Range
Pupils with FLES	210	82.10	55-99
Pupils without FLES	42	70.24	50-97

An analysis of the seniors in classes of 1961 and 1962 enrolled in French or Spanish at the high school level is represented in Table V. Of the 152 seniors enrolled in the two year period, 133 had received instruction in French or Spanish in the elementary school. The other 19 did not begin the study of foreign language until grade nine. Of the 133 who had received the elementary instruction, 120 were enrolled in either French or Spanish IV. Only 5 of the 19 who had not received the elementary instruction were enrolled in French IV or Spanish IV.

TABLE V

COMPARISON OF PROPORTION OF SENIORS (CLASSES OF 1961, 1962)
ENROLLED IN FOREIGN LANGUAGE WHO HAD BEEN THROUGH
FLES PROGRAM WITH PROPORTION OF SENIORS (SAME CLASSES)
ENROLLED IN FOREIGN LANGUAGE WHO HAD NOT HAD FLES PROGRAM

	Number in Language	Number in Language IV	Language IV Frequency	Approximate Proportion
Pupils with FLES	133	120	120 out of 133	9/10 (90%)
Pupils without FLES	19	5	5 out of 19	1/4 (25%)

IMPLICATIONS OF THE FINDINGS

Analysis of the data, first as discrete findings then as integrated materials, supports the thesis that early and lasting gains are made by pupils who have had instruction in foreign language at the elementary level.

The significant worth of the FLES program demonstrated by an examination of the audio-lingual competency of seventh graders as measured by the Seventh Grade Research Instrument is substantiated by the findings obtained from the administration of the Ninth Grade Research Instrument. It is encouraging to note that these continued gains are evident even though the ninth grade instrument is of more limited scope and length than the instrument used at the seventh grade level.

The significant differences indicated in Table I between seventh graders who had been through the FLES program and those who had not, and in Table III between ninth graders who had begun a foreign languade in the FLES program and those who began a language in either seventh grade or ninth grade show that there are audio-lingual learnings which accrue to pupils who have had the elementary level foreign language experience. This conclusion is further supported by the data reported in Table II. When seventh graders were matched for I.Q. and academic marks, the group that had received instruction in foreign language at the elementary level achieved significantly better on the seventh grade instrument than did the group who began foreign language in the seventh grade.

Two important implications can be drawn from the findings related to the study of French or Spanish by eleventh and twelfth graders. First, pupils who have received elementary-level foreign language instruction tend to achieve better on the Language III Regents Examinations than do those who did not have the elementary experience. To the extent that Regents examinations are valid measures of competency, this evidence supports the belief that pupils who receive instruction in a foreign language at the elementary level and continue to study the language through the senior high school are more competent in the language than pupils who study a language through the junior high school and/or senior high school but without the elementary school experience.

A second implication of the upper-class findings is that pupils with

the elementary level foreign language experience are much more likely to be engaged in the study of foreign language in the senior high school than are pupils who began a foreign language after elementary school. In addition, foreign language pupils who have been through the FLES program are more likely to be enrolled in Language IV than foreign language pupils without the elementary experience.

These findings support the notion that an early start and progressive experiences in a modern foreign language do have an impact on both individual competencies and the secondary foreign language program. In summary:

1. Both seventh and ninth graders who have had the FLES program are significantly more competent in the audio-lingual use of foreign language than other foreign language pupils at these levels.

2. High school juniors tend to be more competent in a foreign language if they had the FLES program.

3. A high percentage of pupils who enroll in the full senior high sequence of a language have had the FLES program.

The focusing of attention on the FLES program during the past three years had stimulated the continuous refinement of the total foreign language curriculum. The encouraging results of this study will provide guidance for future developments.

APPENDIX A

Brighton Schools, District Number One
Rochester, New York

Objectives of Teaching Modern Foreign Languages to Pupils in Grades Four Through Six

Adopted 1960

I. Linguistic Objectives

1. To begin to be able to communicate in the language,to understand the language and to be understood.
2. To develop the ability to reproduce the sounds and structures of the language.
3. To develop the "listen-repeat" technique of speech patterns modeled by the teacher or tape.
4. To speak whatever he is taught in the foreign language with good pronunciation and intonation.
5. To be able to greet people in the language and carry on brief conversations.
6. To recognize the parts of the body.
7. To be able to order a simple meal in the language.
8. To count in the language.
9. To learn the objects in a room and the ordinary articles of clothing.
10. To know the days of the week, the seasons, the months of the year.
11. To comment on the weather in the language.
12. To be able to tell where people are, what they do, how they feel in the language.
13. To be able to read the language in simple beginning texts designed for the elemenaary pupil.
14. To see the likenesses of the language to English and begin to understand its structure.
15. To listen to tapes, watch T.V. programs, read aricles and stories in the language.
16. To begin to speak the language with other pupils and with the teacher

II. Cultural Objectives

1. To learn about the home life of the people who speak the language as their native tongue.

APPENDIX A (Continued)

2. To know their customs and how they are like ours and different from ours.
3. To learn what foods they eat.
4. To learn what boys and girls of their country study in school.
5. To be alert to articles in papers and magazines about the country.
6. To learn the games they like to play and the songs they like to sing.
7. To understand the dress of the country and know its holidays.
8. To know a few of the heroes of the country, past and present.
9. To know what the people in the country consider beautiful and a little of their religious customs.

III. Attitudes

1. To enjoy the study of the language.
2. To want to continue the study of the language.

APPENDIX B

FOREIGN LANGUAGE RESEARCH INSTRUMENT
SEVENTH GRADE - FORM A, FRENCH TEST

Speaking Test

I. Listen carefully to each French sentence as it is repeated twice on the tape recorder. After you hear each sentence the second time, repeat it, trying to imitate it exactly. Speak loudly and distinctly.

1. On prend le train à Bordeaux.
2. Le train arrive à Paris à quatre heures.
3. En été, il fait chaud.
4. Pierre trouve une tarte.
5. Elle boit le lait.

II. You will be shown five pictures and you will hear a question in French about each picture. Look carefully at the picture and after you have heard the question twice, answer it in a complete Feench sentence as fully as you can.

1. Quel temps fait-il?
2. Quelle heure est-il?
3. Où va le garçon?
4. Que porte la jeune fille?
5. Combien de fenêtres à la maison?

APPENDIX B (continued)

SEVENTH GRADE - FORM A, FRENCH TEST (continued)

Listening Test

Question Sheet

I. Listen carefully to the French sentences that you hear. After you have heard each said twice, write "T" if the statement is true or "F" if the statement is false.

1. En hiver, if fait froid. _____
2. Il est sept heures. _____
3. Marseille est la capitale de la France. _____
4. Les montagnes entre la France et l'Espagne s'appellent les Pyrénées. _____
5. Le drapeau des Etats-Unis est rouge, blanc, et bleu. _____
6. C'est aujourd'hui samedi. _____
7. Les garçons portent les robes. _____
8. Pour prendre le train on va à la gare. _____
9. La France est bornée au nord par la Manche. _____
10. L'anniversaire de George Washington est le 22 février. _____
11. Le dimanche on va à l'école. _____
12. Les lapins mangent les carrottes. _____
13. Pour trouver un livre on va à la bibliothèque. _____
14. En Italie on parle français. _____
15. Les arbres sont violets. _____

II. Listen to these French expressions and circle on your answer sheet the item which you hear.

1.	6	16	60	100
2.	204	412	124	142
3.	13	76	106	36
4.	10	100	1,000	1,000,000

III. You will hear four French expressions read twice for each picture. Listen carefully. On your answer sheet under the picture, circle the letter of the expression that best fits the picture.

1. a) le lit
   b) la commode
   c) le plafond
   d) la lumière

2. a) la pomme
   b) la glace
   c) la tarte
   d) le gâteau

3. a) la fourchette
   b) la cuillière
   c) l'assiette
   d) le couteau

4. a) le dindon
   b) la vache
   c) le cheval
   d) le canard

5. a) la barrière
   b) la maison
   c) le jardin
   d) la ferme

6. a) le nez
   b) la main
   c) le pied
   d) la bouche

7. a) le chat
   b) le poulet
   c) le chien
   d) le cochon

8. a) la pendule
   b) le règle
   c) le panier
   d) la plume

9. a) la fleur
   b) le trottoir
   c) l'arbre
   d) la neige

10. a) la robe
    b) la jupe
    c) le manteau
    d) le soulier

11. a) le verre
    b) l'assiette
    c) la tasse
    d) le sucrier

12. a) le crayon
    b) le livre
    c) le papier
    d) le stylo

13. a) la bibliothèque
    b) le magasin
    c) l'église
    d) l'épicerie

14. a) le train
    b) le bâteau
    c) l'avion
    d) le camion

15. a) la fenétre
    b) la porte
    c) le bureau
    d) la chaise

IV. You will hear five lettered statements that are incomplete. Write the letter of the statement next to the word that best completes it. The statements will be read twice.

(For speaker only)

a) Un fruit est _____.
b) Un animal est _____.
c) Un bâtiment est _____.
d) Une couleur est _____.
e) Une ville est _____.

_____ vingt
_____ le chien
_____ jaune
_____ Paris
_____ l'hôpital
_____ la banane
_____ la glace

APPENDIX B (continued)

V. You will hear five statements that are incomplete. Circle the word or expression that correctly completes each statement. The statements will be read twice.

1. Le papier est a) blanc b) blanche.
2. Voici a) le livre b) la livre.
3. Les tables sont a) grands b) grandes
4. Voici a) le chaise b) la chaise
5. Comment dit-on, "I eat?"
   a) Il mange b) Je mange c) Vous mangez

Seventh Grade French Listening Test

Answer Sheet

Name _____

I. Listen carefully to the French sentences that you hear. Each will be read twice. If the statement is true, write T in the space provided below. If the statement is false, write F.

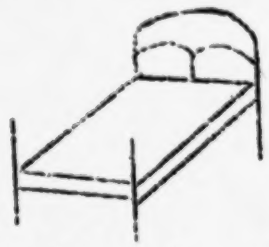
1._____	6._____	11._____
2._____	7._____	12._____
3._____	8._____	13._____
4._____	9._____	14._____
5._____	10._____	15._____

II. Listen to these French expressions and circle on your answer sheet the item which you hear.

1.	6	16	60	100
2.	204	412	124	142
3.	13	76	106	36
4.	10	100	1,000	1,000,000
5.	80	70	60	90
6.	Y	I	Z	W
7.	E	U	A	O
8.	12:00	2:00	10:00	6:00
9.	4:15	4:45	3:15	3:45
10.	4:55	5:05	5:15	5:25

III. You will hear four French expressions read twice for each picture. Listen carefully. On your answer sheet under the picture, circle the letter of the expression that best fits the picture.

1.



a) b) c) d)

2.

a) b) c) d)

3.

a) b) c) d)

4.

a) b) c) d)

5.

a) b) c) d)

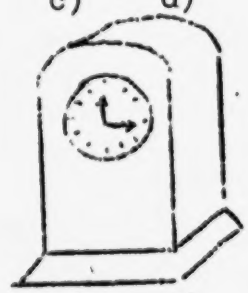
6.

a) b) c) d)

7.

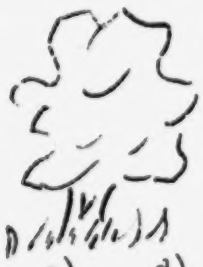
a) b) c) d)

8.



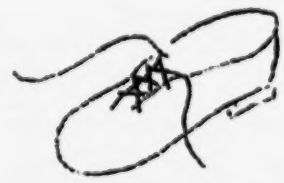
a) b) c) d)

9.



a) b) c) d)

10.



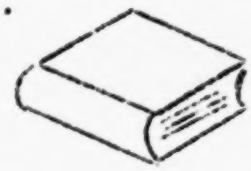
a) b) c) d)

APPENDIX B (continued)

11.

a) b) c) d)

12.



a) b) c) d)

13.

a) b) c) d)

14.

a) b) c) d)

15.

a) b) c) d)

IV. You will hear five lettered statements that are incomplete. Write the letter of each statement next to the word that best completes it. The statements will be read twice.

_____ vingt

_____ le chien

_____ jaune

_____ Paris

_____ l'hôpital

_____ la banane

_____ la glace

V. You will hear five statements that are incomplete. Circle the word or expression that correctly completes each sentence. The statements will be read twice.

1. a) blanc b) blanch

2. a) le livre b) la livre

3. a) grands b) grandes

4. a) le chaise b) la chaise

5. a) Il mange b) Je mange c) Vous mangez

FOREIGN LANGUAGE RESEARCH INSTRUMENT
SEVENTH GRADE - FORM B, SPANISH TEST

Speaking Test

I. This is a test of your Spanish pronunciation. You are to repeat each sentence, imitating the speaker as closely as possible. Wait until you have heard the sentence twice before repeating.

1. Tengo un perro en casa.
2. El caballo es negro.
3. La madre mira a la hija.
4. El padre toma café.
5. ¿Qué hay en el vaso, señor?

II. This is a test of your ability to speak Spanish. Look at each picture as it is shown to you. Listen to the question about the picture and answer it in a complete sentence. Do not take too long before you answer.

6. ¿Qué tiempo hace ?
7. ¿Cuántas ventanas tiene la casa ?
8. ¿A dónde va el niño ?
9. ¿Qué hora es ?
10. ¿De qué color es el vestido de la niña ?

SEVENTH GRADE - FORM B, SPANISH TEST (continued)

Group
Listening Test

I. This is a test of your ability to understand Spanish. Listen carefully to the Spanish sentences. After each sentence has been said twice, write T in the space below if the statement is true or logical; F if it is false.

1. _____ Hoy es sábado.
2. _____ En el verano hace calor.
3. _____ Tengo dos ojos.
4. _____ Son las siete.
5. _____ La cama está en la cocina.
6. _____ Se habla español en Cuba.
7. _____ La bandera de los Estados Unidos es roja, blanca, y azul.
8. _____ Se va a la estación para tomar un tren.
9. _____ En junio hay muchas flores.
10. _____ Vamos a la escuela el martes.
11. _____ Tengo cuatro años.
12. _____ Como la sopa con un tenedor.
13. _____ Hay trescientos sesenta y cinco días en un año.
14. _____ El mono es un animal.
15. _____ Hay tiendas en un pueblo.

II. Listen to the Spanish expression and circle the correct number, letter, or time that you hear. Each item will be repeated.

1. ciento sesenta y ocho

   78 187 208 168

2. cuarenta y nueve

   49 94 47 39

3. cincuenta y cinco

   15 55 25 500

4. ce

   s ch c z

5. jota
   j k h g

6. cinco dólares, ochenta centavos
   $8.35 $5.80 $5.25 $20.52

7. e
   e a i o

8. Son la doce y veinte y cinco.
   12:25 8:40 1:10 2:25

9. Son las nueve y cuarto.
   9:15 4:30 9:04 7:45

10. Son las diez y media.
    3:30 2:50 11:25 10:30

III. You will hear four Spanish expressions read twice for each picture. Listen carefully. On your answer sheet <u>under</u> the picture, <u>circle</u> the letter that best fits the picture.

1. (book)
   a) el buque b) el papel c) el libro d) la boca

2. (house)
   a) la casa b) el mercado c) la alcoba d) la sala

3. (spoon)
   a) el cuchillo b) la cuchara c) la servilleta d) el plato

4. (cat)
   a) la cata b) el pájaro c) la vaca d) el gato

5. (hand)
   a) el pie b) la cabeza c) la oreja d) la mano

6. (clock)
   a) el reloj b) el borrador c) el tiempo d) la pared

7. (shoe)
   a) el zapote b) el zapato c) la sopa d) la pierna

8. (church)
   a) el pueblo b) la iglesia c) el banco d) el correo

9. (tree)
   a) la hoja b) el tres c) el árbol d) el jardín

10. (boat)
    a) el buque b) el cuadro c) la carreta d) el avión

APPENDIX B (continued)

11. (horse)
    a) el loro b) la jirafa c) el perro d) el caballo

12. (chair)
    a) la mesa b) la silla c) la chera d) la puerta

13. (apple)
    a) el plátano b) la manzana c) la carne d) la papa

14. (bed)
    a) la estufa b) la alfombra c) la cama d) el sillón

15. (glass of milk)
    a) un vaso de flores b) una taza de leche c) un vaso de leche
    d) una taza de café

IV. You will hear five lettered statements that are incomplete. Write the letter of each statement next to the word that best completes it. The statements will be read twice.

a) Un animal grande es _____.
b) Un transporte es _____.
c) En la sala está _____.
d) Un mes es _____.
e) Un día es _____.

_____la alfombra
_____jueves
_____la tienda
_____el oso
_____el automóvil
_____cuatrocientos
_____chicharos
_____marzo

V. Listen to these imcomplete sentences and circle the words that complete them correctly. Each sentence will be repeated.

1. Esta es ---- a) una pluma roja b) una roja pluma c) pluma una roja.

2. Las reglas son ---- a) amarillo b) amarillos c) amarillas.

3. Aquí está ---- a) la libro b) el libro c) las libros.

4. La mesa es ---- a) pequeños b) pequeño c) pequeña.

5. Pedro ---- a) come b) como c) comemos ---- en el comedor.

APPENDIX B (continued)

BRIGHTON SCHOOLS, DISTRICT NUMBER ONE
Monroe and Elmwood Avenues
Rochester 18, New York

Seventh Grade Spanish Listening Test

Answer Sheet

Name_____

I. This is a test of your ability to understand Spanish. Listen carefully to the Spanish sentences. After each statement has been said twice, write T in the space below if the statement is true or logical; F if it is false.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

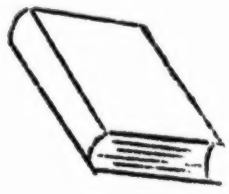
II. Listen to the Spanish expression and circle the correct number, letter, or time that you hear. Each item will be repeated.

1.	78	187	208	168
2.	49	94	47	39
3.	15	55	25	500
4.	s	ch	c	z
5.	j	k	h	g
6.	$8.35	$5.80	$5.25	$20.52
7.	e	a	i	o
8.	12:25	8:40	1:10	2:25
9.	9:15	4:30	9:04	7:45
10.	3:30	2:50	11:25	10:30

APPENDIX B (continued)

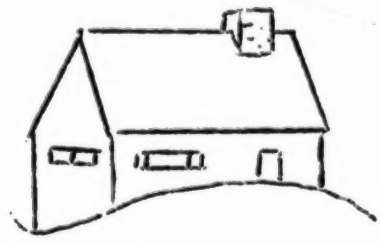
III. You will hear 4 Spanish expressions read twice for each picture. Listen carefully. On your answer sheet <u>under</u> the picture, <u>circle</u> the letter that best fits the picture.

1.



a) b) c) d)

2.

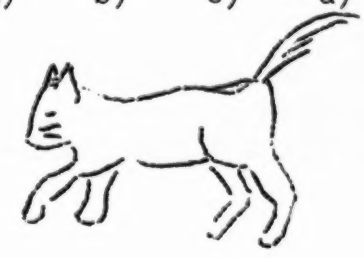


a) b) c) d)

3.

a) b) c) d)

4.

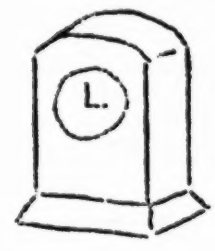


a) b) c) d)

5.

a) b) c) d)

6.



a) b) c) d)

7.

a) b) c) d)

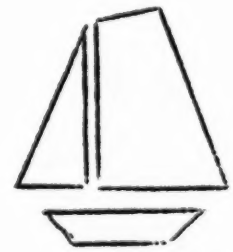
8.

a) b) c) d)

9.

a) b) c) d)

10.



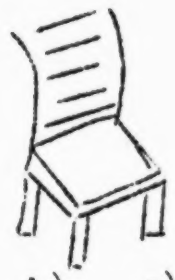
a) b) c) d)

APPENDIX B (continued)

11.

a) b) c) d)

12.



a) b) c) d)

13.

a) b) c) d)

14.

a) b) c) d)

15.

a) b) c) d)

LV. You will hear 5 lettered statements that are incomplete. Write the letter of each statement next to the word that best completes it. The statements will be read twice.

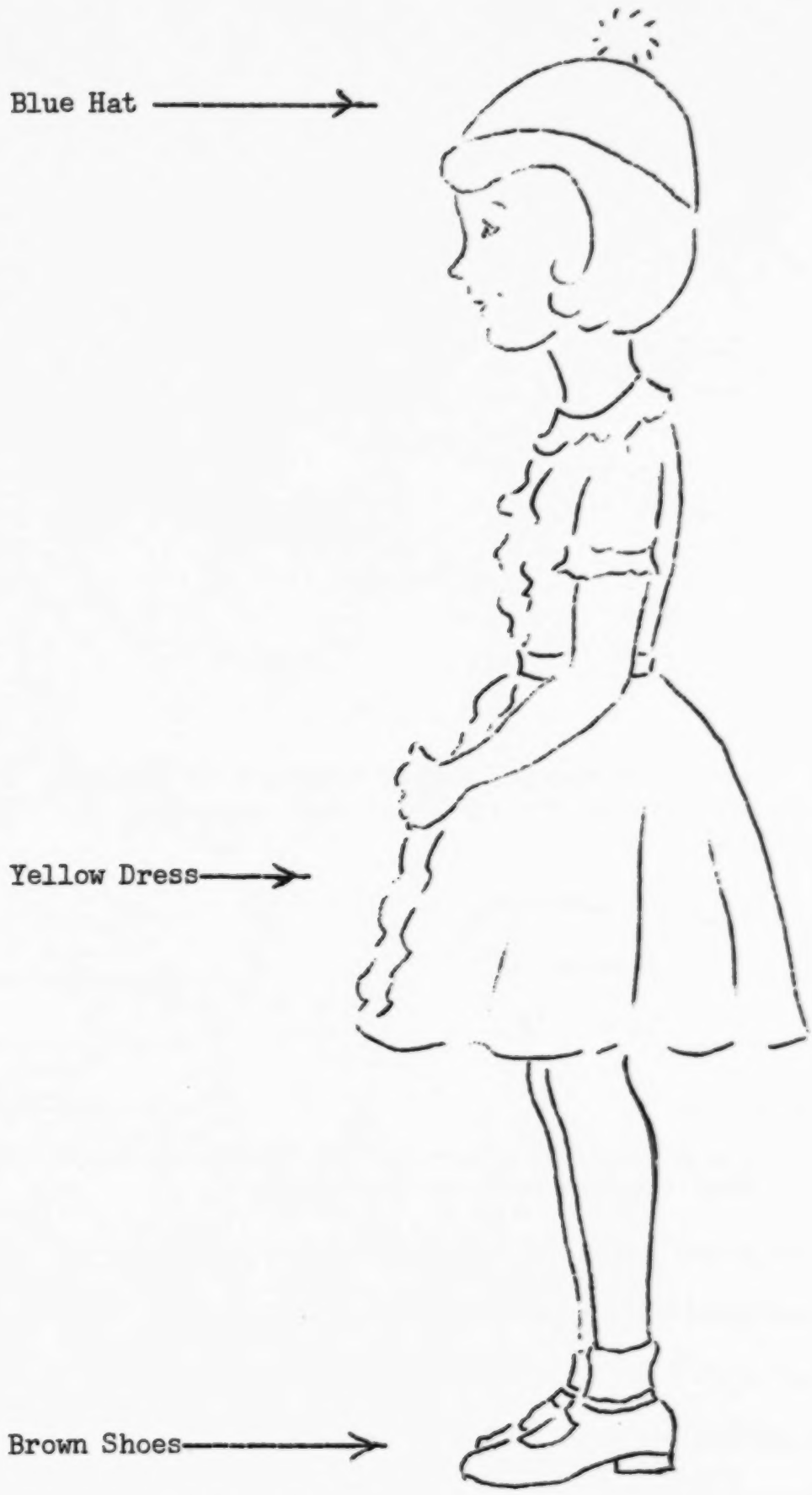
_____ la alfombra	_____ el automóvil
_____ jueves	_____ cuatrocientos
_____ la tienda	_____ chícharos
_____ el oso	_____ marzo

V. Listen to these incomplete sentences and circle the words that complete them correctly. Each sentence will be repeated.

1. a) una pluma roja b) una roja pluma c) pluma una roja
2. a) amarillo b) amarillos c) amarillas
3. a) la libro b) el libro c) las libro
4. a) pequeños b) pequeño c) pequeña
5. a) come b) como c) comemos - - en el comedor

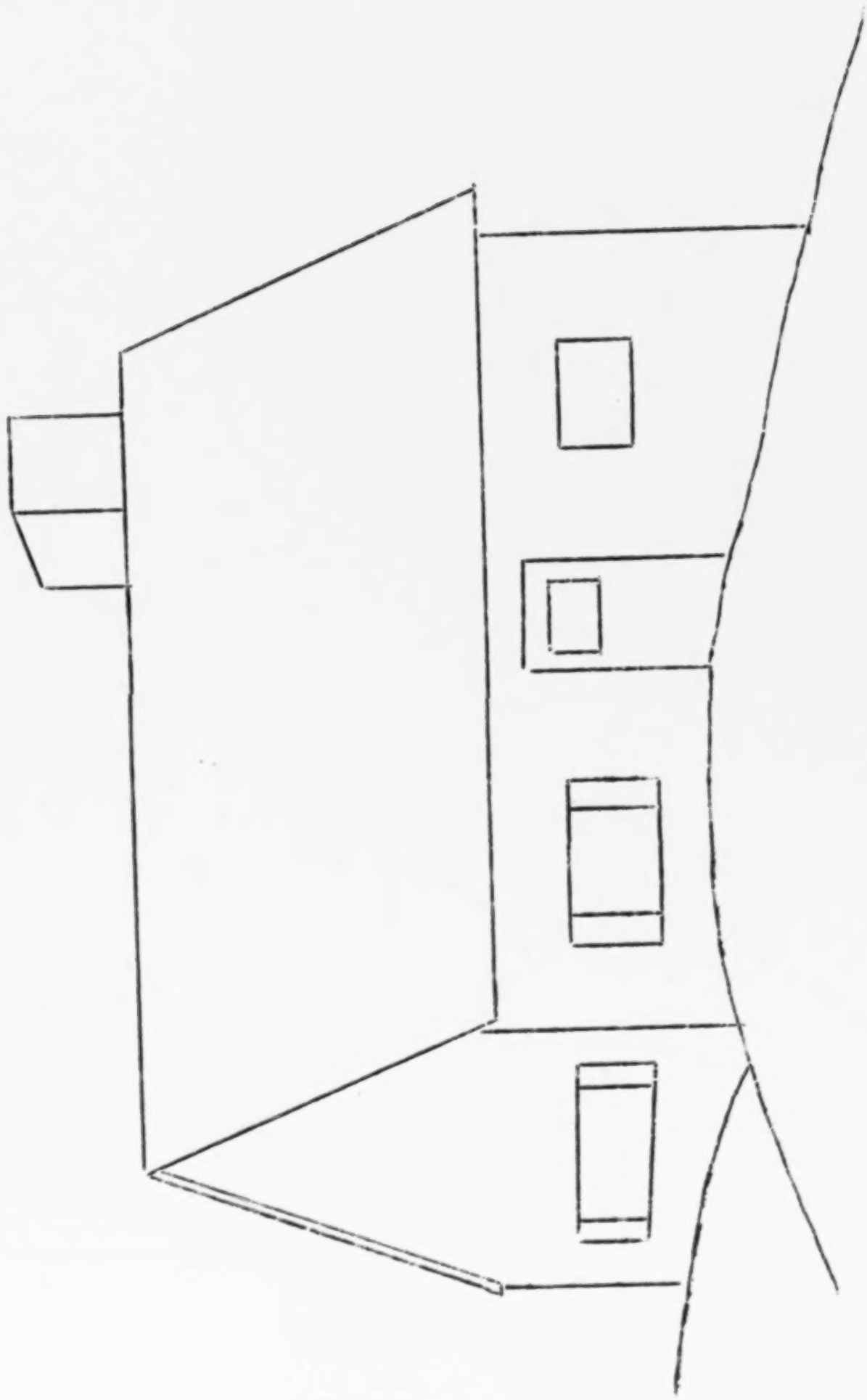
APPENDIX B (continued)

Picture One - Speaking Test, Part II



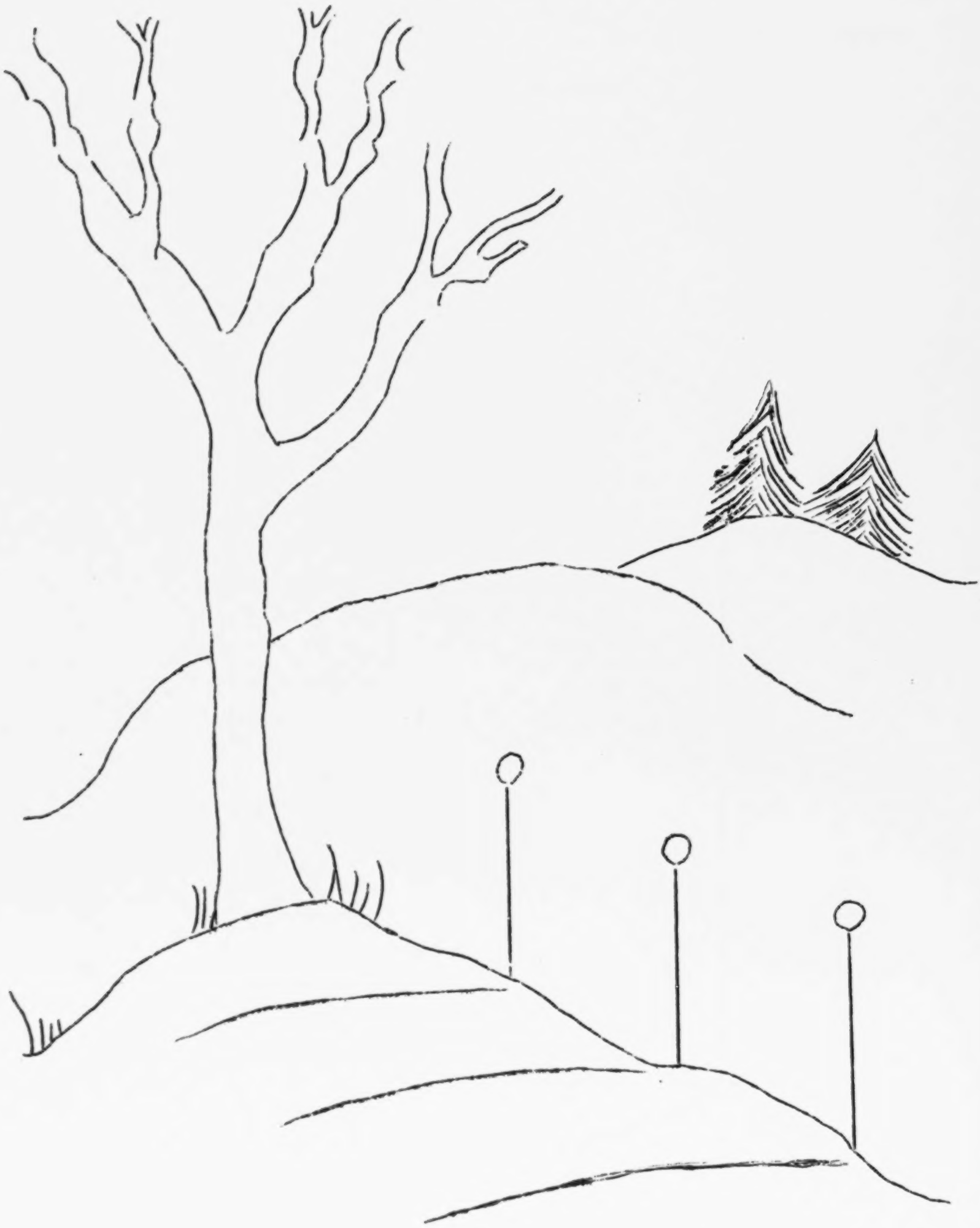
APPENDIX B (continued)

Picture Two - Speaking Test, Part II



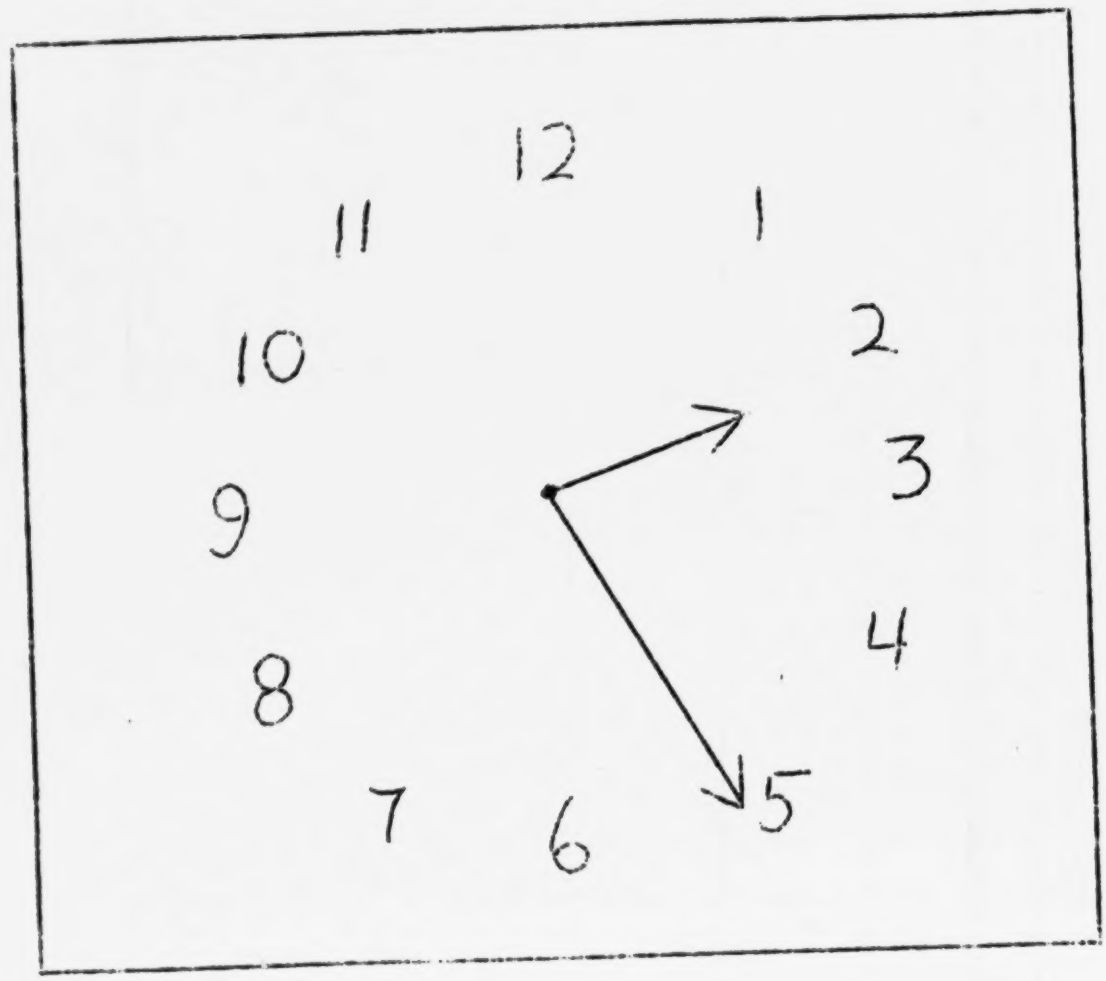
APPENDIX B (continued)

Picture Three - Speaking Test, Part II



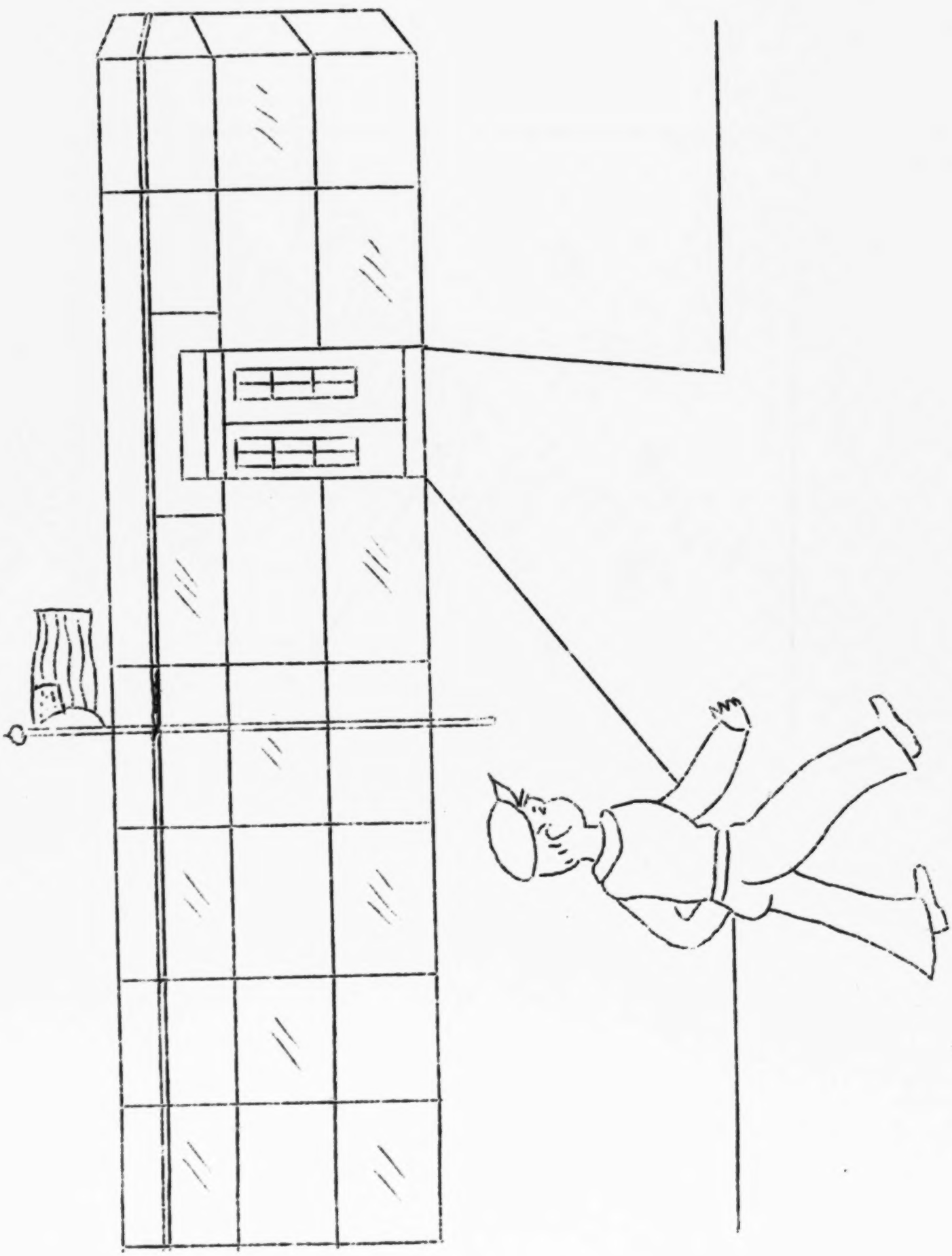
APPENDIX B (continued)

Picture Four - Speaking Test, Part II



APPENDIX B (continued)

Picture Five - Speaking Test, Part II



APPENDIX C

FOREIGN LANGUAGE RESEARCH INSTRUMENT
NINTH GRADE - FORM A, FRENCH TEST

Speaking Test

I. This is a test of your pronunciation. You will hear 8 French sentences read twice. In the pause that follows the second reading of each sentence you are to repeat what you have heard trying to imitate it exactly. Speak loudly and distinctly.

1. Voici la salle de classe.
2. Le maître et les élèves sont dans la salle de classe.
3. Le maître est debout devant la classe.
4. Le maître parle aux élèves.
5. Il pose des questions.
6. Les élèves américains répondent.
7. Jean, où est la plume?
8. La voilà.

II. This is a test to see how well you understand French and how well you can speak it. Ten questions will be read twice in French. In the pause that follows the second reading of each question you are to answer the question in a complete sentence in French. Do as well as you can, and do not wait too long before you start speaking.

1. Avec quoi écrivez-vous au tableau?
2. Combien de portes y a-t-il dans notre salle de classe?
3. De quelle couleur est la craie?
4. Que faites-vous la fin de semaine?
5. Quel temps a-t-il fait hier?
6. Qui donne un médicament a un malade?
7. Comment s'appelle le repas que vous prenez le soir?
8. En été que faites-vous au lac?
9. Rougissez-vous quand vous faites une faute en classe?
10. Qui bâtissent les maisons et les garages?

APPENDIX C (continued)

NINTH GRADE - Form A, French Test (continued)

Listening Test

You will hear three passages in French. Each will be read twice. After you hear the second reading of each passage you will hear questions in French given twice. You are to circle on your answer sheet the letter of the expression that best answers the question according to what you have heard.

Passage I

Jean est un petit garçon. Il est dans la salle de classe. Il y a vingt élèves dans la classe. Monsieur Dupent est le professeur. Il est français. Il montre des photographies aux élèves. Voilà une belle photographie de la Tour Eiffel. Elle est à Paris. Il y a une grande carte de France au mur. Le professeur montre Paris sur la carte. Il montre aussi deux drapeaux, le drapeau américain qui est rouge, blanc, et bleu et le drapeau français, qui est bleu, blanc et rouge. Les élèves étudient la leçon. C'est une bonne classe de français.

1. Où est Jean?

   a. Il est devant le tableau.
   b. Il est dans la salle de classe.
   c. Il est sur le pupitre.
   d. Il est à Paris.

2. Qu'est-ce que le professeur montre aux élèves?

   a. Il montre des photographies aux élèves.
   b. Il montre le tableau aux élèves.
   c. Il montre le pupitre aux élèves.
   d. Il montre la fenêtre aux élèves.

3. Ou est la carte de France?

   a. Elle est sur la chaise.
   b. Elle est dans le tiroir.
   c. Elle est au mur.
   d. Elle est sur la table.

4. De quelles couleurs est le drapeau français?

   a. Il est bleu, blanc et rouge.
   b. Il est rouge, blanc et bleu.
   c. Il est blanc, bleu et rouge.
   d. Il est tout blanc.

APPENDIX C (continued)

Passage 2

C'est un beau dimanche au mois de septmebre. Deux garçons, Jean et Pierre, disent au revoir à leurs camarages d'étè. Les classes vont recommencer demain. Cet après-midi leur famille va retourner à Brighton. Tout l'été la famille reste au bord du lac Canandaigua, où elle a une belle propriété. Au mois de juillet et d'août, pendant les grandes vacances, beaucoup d'amis viennent passer quelques jours avec les deux garçons. Ils organisent des piques-niques, s'il fait beau. Tous les matins ils nagent avant le petit déjeuner. Mais maintenant c'est fini et la belle saison de l'automne arrive, avec les classes et le football! Les garçons sont contents.

1. Pourquoi Jean et Pierre disent-ils au revoir à leurs amis?

   a. C'est le dimanche.
   b. Ils vont retourner à Brighton.
   c. Ils fait froid.

2. Combien de temps la famille passe-t-elle au bord du lac?

   a. Elle passe tout l'été.
   b. Elle reste deux ou trois semaines.
   c. Elle passe quelques jours au bord du lac.

3. Qui viennent passer quelques jours avec Jean et Pierre?

   a. Le père vient.
   b. Beaucoup d'amis viennent.
   c. Des cousins viennent.

4. Que font-els le matin avant le petit déjeuner?

   a. Ils prennent le petit déjeuner.
   b. Ils organisent des piques-niques.
   c. Ils nagent dans le lac.

Passage 3

Charles est dans un lycée à Boston où il étudie le français. Charles aime bien le lycée mais il aime aussi les fins de semaine. Il va à l'école à huit heures et demie, et la classe de français commence à neuf heures. Quant il arrive à l'école il parle avec ses amis devant l'école. Mais aujourd'hui il monte vite l'escalier, parce qu'il a beaucoup de devoirs à préparer. Il entre dans la classe et regarde sa montre. ---Ah! dit-il, j'ai dix minutes pour préparer ma leçon de français. Charles ouvre le texte et il étudie les règles, mais il ne prépare pas les devoirs. La cloche sonne. Il est neuf heures.

Le professeur entre dans la classe.

Il dit à la classe: Fermez le livre de français et répondez en français aux questions suivantes.

Notre pauvre Charles rougit. Il n'a pas fini sa leçon de français. Et vous, préparez-vous bien votre devoir de français?

APPENDIX C (continued)

1. Quand Charles étudie-t-il?

   a. la fin de semaine

   b. tous les jours

   c. pas toujours

2. Que fait-il quand il arrive à l'école ce matin?

   a. Il va voir le professeur de français.

   b. Il parle avec ses amis.

   c. Il monte vite l'escalier.

3. Charles, pourquoi rougit-il?

   a. Il a fait une faute.

   b. Il n'a pas ses devoirs.

   c. Il ne sait pas les règles.

4. La cloche à quelle heure sonne-t-elle?

   a. à huit heures et demie

   b. à neuf heures

   c. à neuf heures moins dix.

APPENDIX C (continued)

BRIGHTON SCHOOLS, DISTRICT NUMBER ONE
Monroe and Elmwood Avenues
Rochester, New York 14618

Ninth Grade French Listening Test

Please complete as carefully as possible:

Name, directory style: _____

Exact name of modern language course in which you are now being tested: _____

List below opposite each grade the languages, if any, you have studied. Include the language now being tested, and Hebrew, etc. (Include exact name of course if any - High School course is listed.)

4th grade _____ 8th grade _____

5th grade _____ 9th grade _____

6th grade _____ 10th grade _____

7th grade _____ 11th grade _____

Test Answers

You will hear three passages in French. Each will be read twice. After you hear the second reading of each passage you will hear questions in French given twice. You are to circle on your answer sheet the letter of the expression that best answers the question according to what you have heard.

Passage 1

1. a. Il est devant le tableau.
   b. Il est dans la salle de classe.
   c. Il est sous le pupitre.
   d. Il est à Paris.

2. a. Il montre des photographies aux eleves.
   b. Il montre le tableau aux élèves.
   c. Il montre le pupitre aux élèves.
   d. Il montre la fenêtre aux élèves.

3. a. Elle est sur la chaise.
   b. Elle est dans le tiroir.
   c. Elle est au mur.
   d. Elle est sur la table.

4. a. Il est bleu, blanc et rouge.
   b. Il est rouge, blanc et bleu.
   c. Il est blanc, bleu et rouge.
   d. Il est tout blanc.

Passage 2

1. a. C'est le dimanche.
   b. Ils vont retourner à Brighton.
   c. Il fait froid.

2. a. Elle passe tout l'été.
   b. Elle reste deux ou trois semaines.
   c. Elle passe quelques jours au bord du lac.

3. a. Le père vient.
   b. Beaucoup d'amis viennent.
   c. Des cousins viennent.

4. a. Ils prennent le petit déjeuner.
   b. Ils organisent des piques-niques.
   c. Ils nagent dans le lac.

APPENDIX C (continued)

Ninth Grade French Listening Test

Passage 3

1. a. la fin de semaine.
   b. tous les jours.
   c. pas toujours.

2. a. Il va voir le professeur de français.
   b. Il parle avec ses amis.
   c. Il monte vite l'escalier.

3. a. Il a fait une faute.
   b. Il n'a pas ses devoirs.
   c. Il ne sait pas les règles.

4. a. à huit heures et demie.
   b. à neuf heures.
   c. à neuf heures moins dix.

APPENDIX C (continued)

FOREIGN LANGUAGE RESEARCH PROJECT
NINTH GRADE - FORM B, SPANISH

Speaking Test

I. This is a test of your pronunciation. You will hear 8 Spanish sentences read twice. In the pause that follows the second reading of each sentence you are to repeat what you have heard trying to imitate it exactly. Speak loudly and distinctly.

1. Buenos días, señor.
2. No me gusta la leche.
3. Quiero ver un chorro.
4. Pablo compra un vaso.
5. Los exámenes son difíciles.
6. Vivo en los Estados Unidos.
7. El ejeroicio es mio.
8. La familia no quiere llevarme.

II. This is a test to see how well you understand Spanish and how well you can speak it. Ten questions will be read twice in Spanish. In the pause that follows the second reading of each question you are to answer the question in a complete sentence in Spanish. Do as well as you can, and do not wait too long before you start speaking.

1. ¿Cómo se llama Vd.?
2. ¿Que Lengua hablamos en los Estados Unidos?
3. ¿De dónde son los cubanos?
4. ¿Cuántas ventanas hay en la clase?
5. ¿Quéntos años tiene vd.?

APPENDIX C (continued)
(Ninth Grade - Form B, Spanish Test continued)

Speaking Test

6. ¿Le gusta a Vd. hablar español?

7. ¿Qué tiempo hace generalmente en enero?

8. ¿Tomó Vd. leche o café para el desayuno?

9. ¿A qué hora se levantó Vd. hoy?

10. ¿Comprendió Vd. todas las preguntas?

APPENDIX C (continued)
(Ninth Grade Form B, Spanish Test continued)

Listening Test

You will hear three passages in Spanish. Each will be read twice. After you hear the second reading of each passage you will hear questions in Spanish given twice. You are to circle on your answer sheet the letter of the expression that best answers the question according to what you have heard.

Passage 1

Jorge y María son alumnos de una escuela norteamericana muy bonita. Las clases son grandes y tiemen ventanas. En las paredes de la clase hay mapas y cuadros muy bonitos de España y de Mexico. Los cuadros son de muchos colores: azul, rojo, amarillo, verde y blanco. Los alumnos de la escuela son norteamericanos, pero también hay otros que son mexicanos y españoles. Felipe es de México y Carlos es de España. Los dos hablan español muy bien y aprenden el inglés. Para los españoles, el inglés es muy difícil. El español es también difícil para los norteamericanos. Maria desea aprender el español para hablar de México y de España con Felipe y con Carlos.

1. ¿Qué alumnos son norteamicanos?

a. Jorge y María
b. Jorge y Carlos
c. Carlos y Felipe
d. María y Felipe

2. ¿Cómo es la escuela?

a. de muchos colores
b. muy difícil
c. muy bonita
d. española

3. ¿Qué es Carlos?

a. norteamericano
b. español
c. mexicano
d. díficil

APPENDIX C (continued)
(Ninth Grade, Form B, Spanish Test continued)
Listening Test

4. Qué habla Felipe?

a. español muy bien
b. linglés muy bien
c. habla inglés y aprende español
d. estudia español y habla inglés

Passage 2

El señor Molina, un español que vive en Rochester, quiere llevar a sus hijos, Roberto y Carmen, a visitar España. Piensan viajar durante las vacaciones del verano, que son las más largas del año. Van a viajar en avión pues Carmen se marea en barco. Los dos hermanos preparan el viaje con mucho tiempo, pues quieren ver lo más interesante del país. Saben que los españoles juegan muy bien al fútbol y quieren ver un partido entre el equipo de Madrid y el de Barcelona. También quieren visitar el Museo del Prado, uno de los más importantes de Europa. Roberto y Carmen saben que allí pueden ver cuadros de Velásquez, Goya, el Greco y de otros famosos pintores españoles. Al volver a casa, hablan a sus amigos acerca del viaje y contestan a las varias preguntas que éstos les hacen.

1. ¿Quién es Goya?

a. un hermano del Sr. Molina.
b. el profesor de Roberto y Carmen.
c. un pintor mexicano
d. un pintor español

2. ¿A quiénes hablon Roberto y Carmen acerca del viaje?

a. a sus padres
b. a sus amigos
c. a sus profesores
d. al Sr. Molina

3. ¿Qué quieren ver en España Roberto y Carmen?

a. una corrida de toros.
b. un partido de tenis
c. un museo de arte moderno
d. un partido de fútbol

APPENDIX C (continued)
(Ninth Grade, Form B, Spanish Test continued)

Listening Test

4. Cómo preparan el viaje los dos hermanos?

a. en avíon
b. durante las vacaciones del verano
c. conmucho tiempo
d. en barco.

Passage 3

El verano pasado la familia del señor Garcia fue a Acapulco donde pasó dos meses de sus vacaciones. La señora Garcia y dos de los tres hijos, Maria y Luis, fueron en avion. Salieron del aeropuerto de Nueva York el 27 de junio, lunes, por la noche; y llegaron a la hermosa ciuded, mexicana el martes por la mañana. Al padre no le gusta viajar en avion; y por eso, el y su hijo Pablo fueron en coche la segunda semana de junio. Toda la familia llegó el mismo dia a Acapulco.

1. ¿A quién no le gusta ir en avión?

a. a los hijos
b. al padre
c. a nadie
d. a la hija

2. ¿En qué país pasó la familia las vacaciones?

a. en México
b. en la playa
c. en Acapulco
d. en Centro América

3. ¿Cuántos hijos tienen los señores García?

a. dos
b. cinco
c. tres
d. ninguno

4. ¿Cuándo salió el padre de Nueva York?

a. por la mañana
b. la segunda semana
c. el lunes
d. el 27 de junio

BRIGHTON SCHOOLS, DISTRICT NUMBER ONE
Monroe and Elmwood Avenues
Rochester, New York, 14618

APPENDIX C (continued)

NINTH GRADE - FORM B, SPANISH

Listening Test

Please complete as carefully as possible:

Name, directory style: _____

Exact name of modern language course in which you are now being tested:

_____

List below opposite each grade the languages, if any, you have studied. Include the language now being tested, and Hebrew, etc. (Include exact name of course if any high school course is listed.)

4th grade _____ 8th grade _____

5th grade _____ 9th grade _____

6th grade _____ 10th grade _____

7th grade _____ 11th grade _____

Test Answers

You will hear three passages in Spanish. Each will be read twice. After you hear the second reading of each passage you will hear questions in Spanish given twice. You are to circle on your answer sheet the letter of the expression that best answers the question according to what you have heard.

Passage 1

1. a. Jorge y María
   b. Jorge y Carlos
   c. Carlos y Felipe
   d. María y Felipe

2. a. de muchos colores
   b. muy difícil
   c. muy bonita
   d. española

3. a. norteamericano
   b. español
   c. mexicano
   d. difícil

Passage 2

1. a. un hermano del Sr. Molina
   b. el profesor de Roberto y Carmen
   c. un pintor mexicano
   d. un pintor español

2. a. a sus padres
   b. a sus amigos
   c. a sus profesores
   d. al Sr. Molina

3. a. una corrida
   b. un partido de tenis
   c. un museo de arte moderno
   d. un partido de fútbol

APPENDIX C (continued)
(Ninth Grade - Form B, Spanish continued)

Listening Test

4. a. español muy bien
   b. inglés muy bien
   c. habla inglés y aprende español
   d. estudia español y habla inglés

4. a. en avión
   b. durante las vacaciones del verano
   c. con mucho tiempo
   d. en barco

Passage 3

1. a. a los hijos
   b. al padre
   c. a nadie
   d. a la hija

2. a. en México
   b. en la playa
   c. en Alcapulco
   d. en Centro América

3. a. dos
   b. cinco
   c. tres
   d. ninguno

4. a. por la mañana
   b. la segunda semana
   c. el lunes
   d. el 27 de junio